

# Woodlands Primary School



## CRITICAL INCIDENT & BUSINESS CONTINUITY POLICY & PLAN

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Created by Emily Wigmore	June 2020	
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## **PURPOSE OF THE POLICY**

This policy outlines the procedures to be taken in the event of a critical incident at Woodlands Primary School. The purposes and emphasis of the plan is through a partnership approach to **normalise the activities of school** in the event of an emergency with minimal disruption to everyone on site and in the local community. The plan also provides the initial response of the Department of Children & Education (DFE) to the Impact Phase of a Critical Incident affecting the school.

### **What is a Critical Incident?**

A Critical Incident can be defined as a sudden, shocking or traumatic event which threatens to overwhelm the normal coping mechanism of a school community

### **Scope**

A Critical Incident is not necessarily an event which attracts large media attention and/or many/any fatalities; rather it is an event or events, usually sudden, which involves the experience of significant personal distress to a level that can potentially overwhelm individuals.

It can include:

- Death, serious injury or potential health issues affecting staff or pupils at the school
- An accident/incident including someone who is away from the school
- Staff or pupil suicide
- Physical attack on a member of staff/pupil
- An incident at the school or in the community that affects the school
- Extensive damage to premises (fire or flood)

In serious incidents the school may require support from a number of services within the LA, other Council Departments and/or other agencies. It is important to draw a distinction between the kinds of incidents listed above and major civil emergencies which require a multi-agency response such as a plane crash or a nuclear accident. The County Emergency Planning Officer has prepared plans for such eventualities, often involving the use of school premises. In such a major emergency, separate arrangements are made by the County Emergency Planning Officer.

The policy applies to all staff and pupils of the school and provides information about areas of responsibility, reporting and communication. Schools, staff will follow the Critical Incident Policy. Often such incidents will require an immediate response from staff before help can be sought from those agencies.

### **When should I call?**

To assist in assessing an incident and the support required a classification of response level is used. This classification in no way diminishes the seriousness of a particular event. Further information to assist in classifying an incident is given in (*Appendix 2*).

**Level 1 Response:** for a serious incident or tragic event that can be managed within internal resourced. Examples may include the anticipated death of a pupil or member of staff who is terminally ill; the death of parent or sibling of a current pupil; a traffic accident witnessed by pupils but not resulting in serious injury.

There is no requirement to report these Critical Incidents unless you believe immediate external support is required. You may choose to contact your community Educational Psychologist (EP) directly to discuss the incident and your actions.

**Level 2 Response:** for a critical incident that severely challenges the internal coping mechanisms within the organisation or potentially has serious wider implications. Examples may include a sudden, unexpected death of a pupil or staff member; violent death or serious harm to someone within the immediate community; a serious accident/event involving a number of pupils; an incident with a high media profile or one involving a number of schools.

In the case of an incident requiring a Level 2 response you should contact the Local Authority direct.

### Who should I call?

**Office Hours** (Monday to Friday 8.30 am to 5.00 pm) – Wiltshire Council Customer Care on **01225 713000**

**Out of hours** (evenings/weekends/bank holidays) – Emergency Duty Services on **0845 6070888**

### What happens next?

While critical incidents are, thankfully, rare their effects can be profound and schools and other settings are encouraged to plan for the eventuality.

It is recommended that **a Critical Incident Management Plan** is in place and that **Advance Planning** is carried out. Key staff can access relevant training to enable them to manage an incident effectively through the Educational Psychologist Services.

This policy document also contains a checklist of Actions to be taken in the event of a Critical Incident. A copy of the checklist should be kept in a readily accessible location (i.e. the School Admin Office). It would be good practice to make all staff aware of the processes and to revisit and update the booklet annually – ideally during the first term of each new academic year. A copy of Emergency Contacts should also be displayed in a prominent place.

### Critical Incident Management Plan:

#### Advance Planning:

- Appoint a Critical Incident Management team and assign roles and responsibilities
- Agree who will cover roles if members of staff are not on site when a critical incident occurs. Complete contact details in case a critical incident occurs outside normal school hours.
- Display completed copy/copies of Emergency Contacts prominently in school
- Ensure the critical incident management teams and key members of staff familiarise themselves with the checklist of actions to be taken in the event of a critical incident.
- Carry out briefings to ensure all staff understand what a critical incident is and how to respond. Include this as part of the induction process for new staff.
- Review the critical incident plan annually in September
- Complete a skills audit
- Identify training implications for senior management, administration staff, teachers and governors.
- Exercise the plan annually
- Update personal details (addresses and telephone numbers) of staff and teachers termly.
- Update contact numbers of external agencies termly
- Ensure key staff have information available to them at home and at school.
- Identify a suitable alternative evacuation site if required: **LITTLE FOLLY, 73A PINWOOD WAY, SALISBURY.**
- Ensure that a list of parent/carer contacts is kept separately on disc or memory stick in case of evacuation
- Purchase an Emergency 'Grab-Bag' which should be kept in a prominent place. Should include such things as torches, mobile phones, parent/carer contact lists, first aid kit, list of medical requirements for pupils, etc

### WHAT ACTION NEEDS TO BE TAKEN

Nominate persons to be part of the Critical Incident Management Team - at Annex A

Detail a list of actions to be taken in the event of a critical incident - at Annexures B & B1

**CRITICAL INCIDENT MANAGEMENT TEAM**

<b>ROLE</b>	<b>NAME</b>	<b>CONTACT NUMBER</b>	<b>RESERVE TEAM MEMBER</b>	<b>CONTACT NUMBER</b>
<b>Team Leader</b>	<b>Matthew Kitley</b>	<b>07887 878768</b>	<b>Bev Stopps</b>	<b>07818 113104</b>
<b>Staff Liaison</b>	<b>Dan Hortop</b>	<b>07482 223377</b>	<b>Bev Stopps</b>	<b>07818 113104</b>
<b>Pupil Liaison</b>	<b>Bev Stopps</b>	<b>07818 113104</b>	<b>Dan Hortop</b>	<b>07482 223377</b>
<b>Parent/carer Liaison</b>	<b>Matthew Kitley</b>	<b>07887 878768</b>	<b>Dan Hortop</b>	<b>07482 223377</b>
<b>Community/ Police Liaison</b>	<b>Matthew Kitley</b>	<b>07887 878768</b>	<b>Dan Hortop</b>	<b>07482 223377</b>
<b>Media Liaison</b>	<b>Bev Stopps</b>	<b>07818 113104</b>	<b>Allan Clarke</b>	<b>LA 01225 713116</b>
<b>Administrator</b>	<b>Jacky Williams</b>	<b>07534 901267</b>	<b>Emily Wigmore</b>	<b>07790 647238</b>

<b>ACTIONS TO BE TAKEN IN THE EVENT OF A CRITICAL INCIDENT</b>	
<b>Initial Actions Day 1</b>	
TASK	FURTHER NOTES
Gather and record accurate information <ul style="list-style-type: none"> <li>• What has happened</li> <li>• Who was involved</li> <li>• When did it happen</li> <li>• How did it happen</li> </ul>	It is important to establish the facts otherwise rumours may take over and add to the distress of those involved. Specific details should include the names of everyone involved including any children/staff from other schools/settings
By Whom? <b>Matthew Kitley</b>	
Assess the situation and provide immediate emergency response	When an incident takes place on or beside school premises an emergency response may involve: ensuring immediate safety of all pupils and adults; contacting emergency services; administering first aid. <b>Important Actions</b> Teachers to take appropriate action to lock outside and inside doors depending on the incident. Code word to get children to the hall <b>“Mrs Hall needs you”</b> Action to bring all children in from the playing field – <b>Ring a loud bell.</b> Action to bring in PE class or outside lesson – <b>Ring a loud bell</b>
By Whom? <b>Matthew Kitley</b>	
Notify the Local Authority of Critical Incident on <b>01225 71300</b> or <b>08456070888(out of hours)</b>	Where an incident has been assessed as Response Level 2 or where a school requires an urgent response to a Level 1 incident( See <b>APPENDIX 1</b> )
Ensure a dedicated emergency telephone line is operational FAX Outgoing calls 01722 342063 HT Incoming calls 01722 342061	During major incidents phone lines may become jammed. Agree which phone line is to be kept open for outgoing and incoming emergency calls. Swap mobile phone numbers with key agencies.
By Whom? <b>Matthew Kitley</b>	
Contact the Chair or Vice Chair of Governors and outside agencies.	An Emergency Contact List should be collated in advance see ( <b>APPENDIX 2</b> ) and kept in an accessible location
BY Whom? <b>Bev Stopps</b>	
Alert Press Office ( <b>01225 713116</b> ) (8.30am – 6pm) where media interest is anticipated.	Support can be given by the press office into the preparation of an official statement. Individuals should be strongly discouraged from talking to the media as partial information, speculation and personal opinion can cause significant distress to families, especially when inaccurately reported, this is also true of information posted on social networking sites
By Whom? <b>Dan Hortop</b>	
Convene a meeting of the Critical Incident Management Team to <ul style="list-style-type: none"> <li>• Brief the team</li> <li>• Make Specific Plans</li> <li>• Delegate specific roles and responsibilities</li> </ul>	Depending on the incident it may be advisable to meet the evening before or early in the morning to ensure a plan is in place for the school day. At this meeting determine what information is to be shared beyond the group and with whom (in sensitive cases this may involve liaison with family)
By Whom? <b>Matthew Kitley</b>	
Establish procedures for informing/briefing staff to <ul style="list-style-type: none"> <li>• Inform about the incident</li> <li>• Discuss plans for the day</li> <li>• Discuss how to support pupils (and each other)</li> </ul>	It is important that staff receive accurate facts and, are kept updated. This may require two separate groups to allow supervision of pupils. The meeting would normally be led by the head teacher or senior member of staff. It may be helpful/appropriate for an EP, a member of the clergy or a

	police officer to have some input to this meeting. Staff should be given advice and share ideas on how best to support pupils during this time (For further information see <b>APPENDIX B1</b> )
By Whom? <b>Matthew Kitley</b>	
Establish procedures for informing pupils <ul style="list-style-type: none"> <li>• In Groups</li> <li>• In a familiar environment</li> <li>• From people they know</li> </ul>	Whole school announcements should be avoided. Pupils should be informed in class by people they know and trust. Outside professionals can provide advice and support to staff where needed. Pupils who are likely to be particularly affected (e.g. close friends of a deceased pupil) should be told separately first. (Further information see <b>APPENDIX 4</b> )
By Whom? <b>Bev Stopps</b>	
Compile a list of vulnerable pupils and adults	Vulnerable individuals (pupils and staff) need to be identified and monitored. Additional support may be put in place either from adults or peers. Staff can be reminded that their colleagues may need some additional support such as a phone call later that evening. (Further information see <b>APPENDIX 5</b> )
By Whom? <b>Dan Hortop</b>	
Plan adjustments to the day and in school support including: <ul style="list-style-type: none"> <li>• Whole school activities</li> <li>• Class/tutor group activities</li> <li>• A quiet room with support</li> </ul>	General principles include keeping routines as normal as possible; adapting the tasks to reduce stress and providing opportunities to express feelings in a safe, supportive environment. (Further guidance is given at <b>APPENDIX 4</b> ). Where potential impact is considered severe and affects large numbers of pupils in class support sessions may be appropriate. An EP may support this by offering advice or by co-facilitating the session.
By Whom? <b>Matthew Kitley, Dan Hortop, Bev Stopps</b>	
Establish a procedure for informing parents/carers: <ul style="list-style-type: none"> <li>• In groups</li> <li>• In a familiar environment</li> <li>• From people they know and trust</li> <li>• By letter</li> <li>• In a meeting</li> </ul>	Depending on the nature and timing of events parents/carers may already be aware of the incident. An appropriate letter should be compiled to be sent home with pupils. In certain circumstances staff may decide to hold a parent/carer meeting, either at the end of school or in the evening, to cover issues in more depth and allow questions to be raised. It may be appropriate to involve outside agencies, such as the police, clergy or EPs. (Further guidance, including sample letters are at <b>APPENDIX 6</b> )
By whom? <b>Dan Hortop and Bev Stopps</b>	
Contact the affected families <ul style="list-style-type: none"> <li>• Find out their wishes</li> <li>• Establish clear lines of communication.</li> <li>• Plan further contact</li> </ul>	Contact should be made with family or families within the school community who are directly affected by the incident within 24 hours if possible. The nature of the contact should be guided by the wishes of the family although it may involve a home visit by staff representatives to extend sympathy. In some cases it may involve planning for return to school or injured/bereaved children
By Whom? <b>Matthew Kitley</b>	
Arrange for staff to meet at the end of the day to debrief and plan for the following day	Although already an emotionally exhausting day it is important for staff to meet for a short session at the end. This gives an opportunity for an update on any developments (including any specific concerns that have arisen), allows planning for the next day and provides an opportunity to talk things through with others offering emotional support, after a difficult day.
By whom? <b>Matthew Kitley</b>	

In addition to the above teachers will take responsibility to support children to be aware of their own safety and wellbeing through initiatives such as “Stanger Danger” and “What to do if you are worried...”

<b>Further Action Day 2</b>	
TASKS	FURTHER NOTES
Convene a meeting of Critical Incident Team to: Consider any new developments Review actions and events to date Plan for the day Identify future tasks/assign roles By Whom? <b>Matthew Kitley</b>	Sometimes the first day appears quite calm as people may be in shock. Day 2 can present more issues as events begin to sink in so it is important to meet each day until the school returns to normal.
Convene a meeting for staff to: Update staff on any new development Inform staff of plans for the day Give staff an opportunity to ask questions and raise concerns By Whom? <b>Matthew Kitley</b>	In major critical incidents staff should be brought together at the start of the following day. As well as practical purposes this gives emotional support in difficult circumstances and allows a reminder that both staff and pupils may need some nurturing and time to talk. Plans should be made for subsequent meetings as required.
Continue to monitor and provide additional support to: <ul style="list-style-type: none"> <li>• Vulnerable individuals previously identified</li> <li>• Others pupils (or staff) causing concern</li> </ul> By Whom? <b>Bev Stopps</b>	Following a Critical Incident a level of shock, anxiety and distress is normal, especially amongst those closest to the incident. Most people will have returned to normal functioning within 6 weeks. Further support may be required for individuals continuing to show significant signs of distress many weeks beyond this.
Liaise with affected family including: <ul style="list-style-type: none"> <li>• Visits by staff or pupils to injured or bereaved</li> <li>• Family's wishes and plans regarding funeral arrangements</li> <li>• Return to school of injured or bereaved</li> </ul> By Whom? <b>Matthew Kitley, Bev Stopps, Dan Hortop</b>	Contacts/visits should be planned/made to anyone injured, either at home or in hospital, with cards and get well messages from staff and pupils. There may be possessions to be returned to the family and timing of this should be considered
Begin to plan school responses to memorial to include: <ul style="list-style-type: none"> <li>• The wishes of the family</li> <li>• Active involvement of the peers and friends of the deceased</li> </ul> By Whom? <b>Matthew Kitley</b>	A lasting memorial and/or a ceremony give an important message about the value of the deceased; offers comfort to friends and family and may provide a sense of closure.
Make a note in the school calendar of important dates: <ul style="list-style-type: none"> <li>• Anniversary of incident</li> <li>• Birthdays of deceased</li> <li>• Inquests or court cases</li> <li>• Events in which the deceased would have played a part</li> </ul> By Whom? <b>Jacky Williams, Emily Wigmore,</b>	The anniversary of A Critical Incident can trigger emotional responses and the school may wish, in consultation with the family, to acknowledge and commemorate the date.
Review Critical Incident response and amend plan By Whom? <b>Critical Incident Management Team</b>	Once the school has returned to normal functioning it is important to reflect on the response to the incident including what went well and what lessons can be learned. This can be used to evaluate and amend the Critical Incident Management Plan



### **RESPONSE LEVEL CLASSIFICATION**

Response levels are used to assist in assessing both the incident and also the level of support required and in no way diminishes the seriousness of a particular event.

**Level 1:** Response will include serious incident or tragic incidents that can be managed from within internal resources. In some case (e.g. in the case of terminal illness) plans may already have been put into place and the school may feel capable of managing events without support from outside agencies. There are no requirements to report these events as Critical Incidents.

**Level 2:** Response is required for events that severely challenge the internal coping mechanisms within the organisation or potentially have serious wider implications. Examples may include the sudden, unexpected death of a pupil or staff member; violent death or serious harm to someone within the immediate community; a serious accident/event involving a number or pupils, an incident with a high media profile or one involving a number of schools. These events should be reported as Critical Incidents to trigger Local Authority support.

If unsure about whether to notify the Local Authority consider:

- The nature of the event and how your school is coping
- Is there a feeling of being overwhelmed by this event?
- Has there been a previous incident? How recent, what kind of incident? Previous experience can be helpful if the school has experience a recent incident or a number of incidents staff may be exhausted or distressed.
- Is there a critical incident plan/team in place?
- Is there significant media interest in the incident?
- Are other agencies already involved?

**EMERGENCY CONTACT LIST**

The emergency Contact List should be collated in advance and kept with the booklet/policy document in an accessible location.

Contact	Phone Number
Emergency Planning Department	0300 4560100
Police/Fire Brigade/Ambulance	999
Chair of Governors	Karen Mills – 01225 793349/07917 210551
South Hills	01722 349090
Sarum Academy	01722 323431
Vice Chair	Graham Cook – 01722 501151 / 07821 689429
School Nurse	Tiff Ferris 07976 747096
Educational Psychologist	Cora Sargeant – 01722 438168
School Advisers	Ruth Riches – 01225 771663
CAMHS	01722 336262
Emergency Department at Local Hospital	01722 336262
Education Welfare Officer	Caroline Holt 01722 438 116
Evacuation site: Little Folly	01722 414300
Family Link Support	Julie Puzdrowski - 01980 761731
Press and Media Contacts	~LA Press Office 01225 713 115 ~LA Press office Emergencies: 07747 007340 ~Spire FM 01722 416644 ~BBC Wiltshire 01793 513652

### **HOW SCHOOLS CAN HELP IN THE AFTERMATH OF A CRITICAL INCIDENT**

Normal routine should be established as soon as possible as this provides a sense of security if the shock of the event has left people feeling psychologically unsafe. The adult to pupil ration in certain classes may need to be increased in order to provide the support required.

It may be appropriate for the curriculum to be adjusted and adapted. Teachers should avoid presentation of new materials. Much of what is typically called 'busy work' might be appropriate for the classroom dealing with crises.

School have an important therapeutic role to play following a critical incident. Individuals benefit from the opportunity to talk about an incident and express their feelings and emotions, including permission to be upset about it. Pupils should not be discouraged from expressing themselves appropriately or asking questions.

Stimulate group discussion about the crises experience by sharing your own feelings, fears or experiences during the crises event. It is important to legitimise and normalise pupils' feelings and to help them feel less isolated. Discuss common reactions and coping strategies.

For younger children, availability of toys that encourage play re-enactment of their experiences and observations during the crises can be helpful to them in integrating these experiences.

Pupils ought to be encouraged to take control of the situation and be involved in the decision making process regarding such things as memorial, condolences, gifts etc.

A quiet room can be set aside to allow a space for pupils to go if they feel overwhelmed. Depending on the age group this can be equipped with tissues, cushions, cuddly toys, paper and art materials, suitable books or information leaflets and some refreshments such as squash and biscuits. The room will need to be closely supervised. It is recommended that the room be available for the week following the incident and then reviewed. A similar room could be identified and made available for staff.

Encourage resumption of extra-curriculum activities

### **SUGGESTED GUIDELINES FOR INFORMING PUPILS IN THE EVENT OF A DEATH**

It is recommended that pupils are given distressing news by people they know and trust in familiar surroundings. If a member of staff feels unable to tell their class, alternative arrangements should be made.

#### *1. Give facts and dispel rumours*

In preparation there needs to be clarity about what is to be shared with pupils; this will be influenced by what is in the public domain and the wishes of the family of the deceased. Suggested wording might be:

*"I need to share some very sad news with you all.... (name, a pupil/teacher in....) has died"*. Give information about the death using simple, clear, age appropriate language. Explain the facts about what happened, when and where.

Invite questions and dispel rumours. Answer questions openly within the bounds of what is to be shared; if you do not know or can't say at the moment it is alright to say 'we don't know yet or no one knows that'.

#### *2. Normalise feelings*

Acknowledge that people react differently to such news and all responses are fine. Allow pupils to express their feeling and ask if other people feel like that; there can be comfort to know you are not alone in your feelings. As the member of staff acknowledge your own feelings. Encourage pupils to share their worries; young children especially, often express irrational worries due to their limited understanding of death. However, say that it is OK to be happy and have fun.

#### *3. Allow the pupils to talk about the person who died.*

Where pupils have memories of the person who has died encourage them to share their stories. In some cases, especially if the person was well known to the class, it may be appropriate to spend the lesson thinking and talking about what has happened and sharing thoughts and memories of the person. Memories could be recorded in drawings, poems or letters and collated in some way in a display or book.

#### *4. Resume normal lessons*

There is security in a familiar routine and you can explain that "school will continue as normal". Where pupils did not know the individual who has died well you may opt to resume the normal lesson quite quickly. When opting to resume lessons you could explain that there will be other opportunities to remember the person who has died and give an example if any specific plans have been agreed.

#### *5. Signpost support*

Explain the options for support for anyone who feels anxious or upset. This may include options to go to a quiet room if one had been designated. Explain that a letter will be sent home to their parent/carers that will explain what has happened,

### **IDENTIFYING VULNERABLE INDIVIDUALS**

Some adults and pupils may be more vulnerable due to personal circumstances or the nature of the incident.

Factors that make individuals vulnerable may include:

- Close friends and relatives of the deceased or injured
- Individuals who have experienced a recent loss, death of a friend or relative, family divorce or separation.
- Anyone who has been bereaved by suicide in the past
- Individuals currently experiencing relationship difficulties or with serious mental or physical illness in the family
- Individuals with a history of mental health difficulties, substance misuse, self-harm or sexual abuse
- Non-communicative individuals who have difficulty talking about their feelings or those isolated and lacking a supportive peer group
- Pupils with general learning difficulties whose understanding may be at a different developmental level to that of their peers

Vulnerable individuals (pupils and staff) need to be identified and monitored during the Critical Incident. Pupils should be encouraged to offer peer support. Staff will offer support to colleagues e.g. a phone call later that evening to someone who does not have a support network at home.

**INFORMATION FOR PARENTS/CARERS IN THE EVENT OF A CRITICAL INCIDENT**

Depending on the nature and timing of events parents/carers may already be aware of the incident. An appropriate letter should be compiled to be sent home with pupils. It could include:

- Known facts
- Information about the way the school has responded
- Plans for the next few days
- Details of in-school support available to the pupils
- Details about involvement of outside agencies
- Advice/guidance on how to support their children
- Signpost to other agencies

Where pupils are particularly vulnerable (possibly due to their own recent experiences) you may wish to send individual letters. Below is a sample letter that could be used to inform parents of the death of a pupil or member of staff; it can be adapted or changed as required.

***Sample letter***

*Dear Parent/Carer*

*It is with great sadness that I have to inform you about the (sudden) death of xxx, one of our pupils/staff in Year x. The children were told this morning by their class teacher.*

*Xxx died as a result of xxx/the full details surrounding the death are not known at this stage – but children have been reassured that this is something that does happen very often. Your child may or may not want to talk about it, but it is likely that he/she will need your special care, attention and reassurance at this time.*

*We are deeply saddened by the death, but we are trying, for the children's sake, to keep the school as normal as possible over the coming days, whilst allowing the children opportunities to talk about xxx if they want to.*

*The Educational Psychologist/members of the local clergy are helping to support us through this difficult time. If you feel that your child needs extra support, please let us know.*

*Our thoughts are with xxx's family at this difficult time and the whole school community sends them our sincerest sympathy and support.*

*If you have any questions or concerns, please do not hesitate to contact us.*

*Yours sincerely  
XXX  
Headteacher*

**POST-TRUMATIC STRESS DISORDER (PTSD) – EFFECTS ON STAFF AND PUPILS**

The following list some of the indicators associated with PTSD. Staff should be vigilant in identifying any pupil who shows signs of this condition during an incident

Reception Class	6 to 11 Years
Crying	Headaches, other physical complaints
Thumb sucking	Depression
Loss of bowel/bladder control	Fears about weather, safety
Fear of being left alone; of strangers	Confusion
Irritability	Loss of ability to concentrate
Confusion	Poor performance
Clinging	Fighting
Immobility	Withdrawal from peers

**Vulnerability Factors**

- Disasters and distressing events often revive previous trauma and so create a multiple stress effect.
- Abuse can lead to PTSD. Therefore a child who has been physically or sexually abused is at a greater risk of developing PTSD as a result of a traumatic incident.
- Children with previous emotional difficulties or pre-existing psychiatric disorders are vulnerable in the event of a traumatic incident.
- Children with special needs may suffer more negative effects whilst high academic ability seems to be a protective factor against developing PTSD.
- Children able to use existing support systems are less vulnerable. The most confident and socially skilled individuals are less at risk.

**WOODLANDS PRIMARY SCHOOL - INCIDENT INFORMATION FORM – (INFORMATION REQUIRED TO ESTABLISH SCHOOL’S NEEDS)**

The following information may be asked for dependent on the nature of the incident.

Name of School and location: Woodlands Primary School, Salisbury

Contact Telephone Numbers: Landlines: 01722 335849 Mobile: 07507 775003

Critical Incident Leader: Mr Matthew Kitley

Critical incident Deputy: Mr Daniel Hortop and Mrs Bev Stopps

Nature of Incident: \_\_\_\_\_

Date of Incident: \_\_\_\_\_

Time of Incident: \_\_\_\_\_

Nature of Incident: \_\_\_\_\_

Number Staff/pupils involved \_\_\_\_\_

Are there any Injuries or deaths \_\_\_\_\_

Extent of Injuries - low; serious \_\_\_\_\_

What action has been taken

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Have the Emergency Service been informed? Yes/No

Are they on Site? Yes /No

What other agencies have been informed? \_\_\_\_\_

What other help is required?

\_\_\_\_\_  
\_\_\_\_\_

**Report sent to:**

**Date and Time recorded:** Date: ..... Time: .....



<b>CHECKLIST OF ACTION</b>		
<b>Task</b>	<b>Time</b>	<b>Who</b>
Obtain factual information Who / What / When / Where? - list calls/information on log		
Call register and evacuate school (if necessary)		
Call out Emergency Services – (if required) – ensure gate is open for access		
Contact LA’s CRT & Governors		
Convene the critical response team		
Contact families (if required)		
SLT meet with support personnel		
Call a staff meeting to give information		
Prepare a media statement (if required)		
Inform pupils in small groups		
Arrange a debriefing meeting for the staff/pupils involved in the incident		
Identify high risk pupils and staff		
Promote discussion in classes		
Identify the need for group or individual support		
Organise support etc		

**WOODLANDS PRIMARY SCHOOL CRITICAL INCIDENT LOG SHEET**

Log sheets must be completed by all staff involved in an incident

Completed log sheets will –

Assist in maintaining a true picture of the unfolding events

Assist in providing information for any inquiry which may follow an incident

Your name: \_\_\_\_\_ Your job Title: \_\_\_\_\_

Date: \_\_\_\_\_

Time	Message: from/to	Message Detail	Action – decision/reason

Operational Threat	Steps to Restore Normal Working	Action by Whom	Comments/Notes
Phone and ICT Communications Loss	<p>Assessment to be made of duration of loss of service – will it impact learning?</p> <p>Long term loss – children to be taught in a nearby school.</p> <p>Loss of phones – BT and phone provider to be contacted to initiate restoration of services.</p> <p>ICT – Broadband – contact Oakford Technology to restore.</p> <p>Data held on server – backed up on a daily basis via remote system. Contact Oakford Technology to restore data at the earliest possible opportunity.</p>	<p>Headteacher</p> <p>Governors</p>	<p>Oakford – 01380 888088</p>
Utilities / Energy Supply failure	<p>Assessment to be made of duration of loss of service – will it impact learning?</p> <p>Contact West Mercia Energy.</p>	<p>Headteacher</p> <p>Governors</p>	<p>West Mercia <a href="tel:03331014424">0333 101 4424</a></p>
Building Loss – partial or complete (Fire, Flood etc.)	<p>Assessment to be made of duration of loss of service – will it impact learning?</p> <p>Contact LA Insurance Dept</p> <p>Temporary Accommodation needed?</p> <p>Use a nearby school to ensure lessons continue?</p>	<p>Headteacher</p> <p>Governors</p>	<p>Team Tel No: 01225 718302</p> <p>Email: <a href="mailto:Insurance@wiltshire.gov.uk">Insurance@wiltshire.gov.uk</a></p> <p>Website: <a href="http://www.wiltshire.gov.uk">www.wiltshire.gov.uk</a></p>